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ABSTRACT

The activities of the Institute of Adult Studies in the Development of Kenya are reviewed. Specific areas discussed are: (1) the university and adult education, (2) institute priorities, (3) adult education training unit, (4) extra-mural division, (5) adult studies centre, (6) correspondence course unit, (7) facilities of the institute, (8) projected enrollment of students, (9) organisational chart and staff requirements, and (10) financial needs. Recommendations are given and appendices included. (CK)

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UNIVERSITY COLLEGE NAIRO
INSTITUTE OF ADULT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE ROLE OF THE INSTITUTE OF ADULT STUDIES IN THE DEVELOPMENT OF KENYA

DEVELOPMENT PLAN 1970 - 73

AC 008664

FEBRUARY 1970

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INSTITUTE OF ADULT STUDIES

Development Plan Triennium 1970 - 73

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M E S S A G E

"I am glad now that the Institute of Adult Studies is making more extensive and imaginative efforts to expand various forms of adult education, under the aegis of organised resources and academic disciplines which the University College of Nairobi has undertaken to provide.

I wish all success to the projects of this Institute, and to the students whose lives will be enriched by such creative work."

His Excellency Mzee Jomo Kenyatta,
President of the Republic of Kenya,
Visitor, University College
Nairobi.

From his Message for the
Institute's National Programme,
1969.

THE ROLE OF THE INSTITUTE OF ADULT STUDIES IN THE DEVELOPMENT OF KENYA

A. INTRODUCTION

There is a need to review periodically the activities of the Institute in order to ensure that it works in accordance with national objectives and needs in adult education. The Institute Development Plan 1970 - 73 is based on a year-long reappraisal of the policy by the Institute staff and on a Report by the Working Party on the Role of the Institute of Adult Studies in the Development of Kenya (available on request). The Working Party was convened by Dr. A.T.Porter, Principal of University College, Nairobi, after negotiations with Mr.J.A.Githinji, Director of Personnel, The Office of the President, and it held a series of meetings between 23 September - 12 November, 1969.

Members of the Working Party were:

A. T. Porter	Principal, U.C.N. (Chairman)
E. Bjerre	Director, Institute of Adult Studies
H. G. Awich	Ministry of Finance
R.D.W. Betts	Training Division, Ministry of Agriculture
F.C.A.Cammaerts	Department of Education, U.C.N.
M. R. Chaudhri	Ministry of Health
D. R. Kamau	Ministry of Labour
P. E. Kinyanjui	Correspondence Course Unit, I.A.S.
A. S. Krival	Correspondence Course Unit, I.A.S.
D. Macharia	Adult Studies Centre, I. A. S.
J. Madete	Government Training Institute, Maseno
C. Maina	Kenya Institute of Administration
S. Shitemi	Kenya Institute of Administration
S. E. Muciri	Ministry of Local Government
D. Mwandia	Ministry of Co-operatives & Social Services
A. K. Ngunzi	Ministry of Education
S. Ominde	Dean, Faculty of Arts, U.C.N.
F. N. Ondieki	Directorate of Personnel, Office of the President
M. W. Pritchard	Department of Education, U. C. N.
R. C. Prosser	Board of Adult Education
R. Rado	Social Science/Institute of Development Studies
J. Tyrrell (Miss)	College Planning Officer
P. L. Wangalwa	Ministry of Information & Broadcasing
E. V. Winans	Ministry of Economic Planning & Development
F. A. Fewster	Resident Co-ordinator, Faculty of Agri. U.C.N.
J. A. Lijembe	Kenya Institute of Education (Co-opted)
J. M. Ochieng	Ministry of Commerce & Industries (Co-opted)
F. Waweru	Assistant Registrar (Secretary)

The final version of the Institute Development Plan is an amalgamation of the Draft Development Plan by the Institute staff, the Report by the Working Party and recommendations by the Board of Adult Studies and the College Development and Planning Committee.

Due to the importance that the Government of Kenya attaches to adult education, the Institute has been treated as a separate entity in the Kenya Development Plan 1970-74. The paragraphs about the Institute in the Plan as well as in the Popular Version, Planning for Progress, are appended (Appendix A).

HISTORIC NOTE

The first Department of Extra-Mural Studies was founded at Makerere in 1953, and under this department the first tutor to serve Kenya was appointed in 1956. In 1963 the responsibility for organizing the extra-mural studies in Kenya was transferred to a new Extra-Mural Department, Nairobi.

The College of Social Studies, Kikuyu, was founded in 1961 as an independent centre for residential adult education.

In 1963 the Centre was absorbed into the College, and the Institute of Adult Studies was established, comprising the Centre and the Extra-Mural Department.

In 1966 the two departments were integrated under one director and the College of Social Studies was renamed the Adult Studies Centre.

In 1967 a Correspondence Course Unit was established under the Institute which thus comprises three units: The Extra-Mural Division, The Adult Studies Centre and the Correspondence Course Unit.

Annual Reports available:

Extra-Mural Department, Annual Reports 1963 - 64 and 1964 - 65

Institute of Adult Studies, Annual Report 1966 - 67

Institute of Adult Studies, Annual Report 1968 & 69.

B. THE UNIVERSITY AND ADULT EDUCATION

At a time when rapid changes are taking place in social, economic and political life, it is of the utmost importance to ensure that citizens have an opportunity to continue their education throughout their lives and to broaden their understanding of their part in the development of Kenya. Along with other institutions it is the role of the University and its extension programmes to help in creating this opportunity. Also, University Adult Education is a valuable medium for improving relations between the University and Society at large: lack of communication in this field is already a problem of concern. As outlined in the following paragraphs, there are reasons to believe that extra-mural activities can be a significant bridge-gap operation.

The involvement of the University in adult education is one part of its total commitment to national development. Not only must it train and educate the nation's high level manpower and act as a centre for research; it must also extend the influence of the university to the community as a whole. The most important reasons for this are:

1. helping to create better understanding between the highly educated minority and the majority of the people. The University must serve the needs of the whole nation, not just the few who are fortunate enough to become full time students or teachers there.

2. helping to create an informed public opinion without which there can be no effective popular participation in government

3. helping to enrich the cultural life of the rural areas thus making them more satisfying and attractive to live and work in.

4. enrichment of University teachers themselves, by establishing close contacts with the society they serve. This may well be important in the development of new concepts, syllabi and inter-disciplinary studies for undergraduate teaching.

The activities of a university institute which is concerned with adult education need to be considered in relation to those of other organisations working in this field and to national priorities. Adult Education services are, quite rightly, provided very frequently as a response to an expressed need, but it would not be justified for the university extra-mural wing to attempt to meet all such demands. It must, for example, consider whether other organisations could supply the need better and more economically. A list of major agencies providing adult education is attached (Appendix B).

The adult education institute of a university must therefore be prepared to fill the role very often of a servicing agency,

co-operating with and assisting other organisations engaged in adult education and filling some of the gaps in their activities. On the other hand, the university institute itself must have a special focus for its own particular sphere of activity.

It may be argued that adult education as a professional subject should be a first priority for university adult education, since this special study is essential for professional training courses in adult education. It is at the same time the most vital academic support for all other activities since the success of more general programmes depends to a high degree on the effectiveness of organisation and the teaching methods and techniques applied.

A university adult education institute should always work in close collaboration with government departments and other institutions concerned. The purpose of this is not only to secure co-ordination and avoid unnecessary or wasteful duplication; the statement is also based on the fact that a University adult education institution is not, and should not be, the major supplier of adult education in any given country. In some areas its work must therefore be supplementary to many other and much larger programmes; a fact which underlines the service function of university adult education.

University adult educators have a major role to play as agents of change, as "animateurs" in initiating new schemes and programmes and in assisting other institutions to implement new activities. It may be that a programme started by a university adult education institution may later on be taken over by other institutions.

University adult education can assist internal departments in disseminating their research findings to the general public, and it can bring many people into contact with the University; often people who would otherwise never have had personal contact with the main centre for teaching and research.

In this way university adult education can serve as a valuable link between the campus and the general public and thus assist in creating better understanding and a more fruitful dialogue than at present between the small group of highly educated specialists and the rest of the people.

C. INSTITUTE PRIORITIES

The following priorities have been spelt out for the Institute for the triennium 1970 - 73.

(1) TRAINING IN ADULT EDUCATION

The establishment of training and relevant research in adult education as a major concern for the Institute.

This high rating is significant for two reasons:

(a) It enables the Institute to improve and develop further its professional training courses in adult education, and it points to adult education as the major area of research for the staff of the Institute.

(b) It strengthens and reinforces other activities of the Institute (be they general education courses or specialist seminars arranged either directly by the Institute or in collaboration with other institutions) since their success to a great extent depends on the adult education methods applied for the preparation and execution of such activities.

(2) LIBERAL AND CULTURAL ADULT EDUCATION

A comprehensive liberal and cultural programme, especially related to rural areas as an integral part of the Institute activities.

It should be noted:

(a) that a changing society is faced with many social, economic and cultural problems which are of crucial importance for the well-being of the citizens and for the development of the country. An attractive liberal and cultural programme is necessary if these problems are not to be neglected realising that such programmes are not in the same popular demand as courses for school examinations.

(b) that the objectivity and neutrality of the University College provide an excellent starting point for the Institute to be fully involved in such problems of national importance.

(3) FORMAL AND VOCATIONAL ADULT EDUCATION

Formal and vocational education of a university standard should always be part of the work of the Institute whereas programmes below this standard should normally only be offered if there is lack of provision by other institutions.

It should be noted:

(a) that there are, in a country where the educational opportunities have been and still are inadequate, a great number of adults who would like to further their education and training in order to improve their employment prospects.

(b) that the Institute consequently is providing many courses leading to school examinations which may, at a later stage, be handed over to other institutions.

(4) CO-ORDINATION AND POLICY-MAKING

The Institute's National Programme should be designed in close collaboration with government departments and other institutions, especially the Board of Adult Education in order to meet current needs.

The structure of the present Board of Adult Studies should be reviewed in order to transform it into a 'Faculty Board' with no outside representation, i.e. composed of the staff of the Institute and representatives of the Academic Board.

An Advisory Council should be established representing the "educational" ministries, some major voluntary organisations and specially interested individuals in order to facilitate the above-mentioned collaboration and to ensure Institute policy-making in accordance with national objectives.

It should be noted:

that members of the Institute staff are at present, besides the Board of Adult Education itself, serving on the following committees: The Executive Committee: The Panel on Formal and Vocational Education: The Panel on Liberal and Cultural Education: The Research and Training Committee: The Publications, Libraries and Teaching Aids Committee: as well as the District Adult Education Committees.

D. ADULT EDUCATION TRAINING UNIT

(1) TRAINING IN ADULT EDUCATION

(a) Projection

It is estimated that in the broad field of adult education and rural development there are in the region of two thousand extension workers and adult education staff who could usefully undergo short specialist training in adult education techniques and methods. The Introductory Course in Adult Education is designed to meet this need. It is also estimated that there are around four hundred senior extension officers, not including projection of increase in such staffing, who at present, could usefully profit from the proposed Diploma Course in Adult Education.

(b) Three Months Introductory Course in Adult Education

The Course is planned for Government and voluntary organisations' new full-time staff (agriculture, community development, literacy, health, commerce, youth service, etc.) who have already had practical experience, or staff who have already been working for some time with little or no formal training. The Introductory Course will expose the students to subjects related to adult education with a heavy emphasis on practical problems in teaching, organising and administrating adult education programmes both in the field and in residence.

(c) Diploma Course in Adult Education

The objective is to provide a One-Year Diploma Course in Adult Education for personnel with considerable field experience. The entrance requirements will be a School Certificate plus a minimum of 3 years' field experience or a qualification deemed to be its equivalent. Participation in the Introductory Course may eventually become another requirement. (The non-graduate course is seen as a first step towards graduate or post-graduate courses to be mounted at such a time when more staff with higher formal qualifications are employed by various Government departments and voluntary organisations).

The prospective students for the Diploma Course are Adult Education Officers, Community Development Officers, Agricultural Extension Officers, Staff of Farmer Training Centres and of Community Centres, Health Education Officers, training officers from voluntary organisations, etc. For further details, see Appendix D.

In the first instance the Diploma Course in Adult Education should be established within the framework of the Diploma in Education as a joint venture between the Department of Education and the Institute of Adult Studies: the Department of Education should set aside a small number of places for candidates for the Diploma in Adult Education.

Subsequent to University approval a small working committee should be set up to develop the syllabus, the teaching and the practical work programme. The committee should include representatives of the Institute of Adult Studies, the Kenya Institute of Administration and the Faculty of Education. It is hoped that the Diploma in Adult Education will be launched in September, 1970.

It should be noted that the majority of the Working Party on the Role of the Institute proposed that the students should be graduates or be deemed to have equal qualification so they could be admitted to the status of a graduate.

(d) Service Teaching

It is the policy of the Institute to teach adult education in other institutions as part of its function as a servicing agency. Since the Institute has limited resources it should be highly selective in accepting service teaching.

(i) The Institute should provide teaching in adult education for undergraduate and post-graduate students within the Faculty of Education. Such service teaching will start in April, 1970.

(ii) The Institute should provide teaching in adult education for other institutions and organisations whenever appropriate. Members of Institute Staff have, among others, been giving courses at the Kenya Institute of Administration, the Co-operative College of Kenya and the Kenya Science Teachers College.

(iii) The Institute should seek to collaborate with the Kenya Institute of Education and the Department of Education in providing adult education courses for tutors of Teacher Training Colleges with a view to establishing adult education as a subject in teacher training.

(e) Seminars and Short Courses will be arranged according to needs, not only in Nairobi and at the Adult Studies Centre, but also upcountry in collaboration with the Extra-Mural Centres.

For Nairobi a series of monthly meetings has been established as a joint venture with the Board of Adult Education under the general heading, Adult Education Forum. Such Forums will also be organised in Mombasa, Nakuru and Kisumu.

(f) Adult Education Library

In order to facilitate the training programmes as well as the research a comprehensive Adult Education Library should be established.

(2) RESEARCH

This section on research is applicable to all units of the Institute.

(a) Research as a Prerequisite for Planning

In Kenya, where there is a shortage of money and skilled manpower, where there are so many contesting claims for what is available, adult education must be prepared to justify its expenditure of public money in terms of national development priorities. To do this it needs factual data; it must be able to assess how much adult education has contributed, is contributing, and will contribute, to the nation's economic, cultural and social development.

(b) On-going Research Activities

In 1968 the first adult education research projects were undertaken by the Institute; five projects are in progress at present, and some of them are initiated and sponsored by the Board of Adult Education. It is regarded desirable that staff members of the Institute, as teachers, are actively engaged in research.

A major task for the Institute is to advise the Board of Adult Education on specific aspects of adult education. In this way the Institute can play an important role in the development of adult education in Kenya since the Board of Adult Education is established to advise the Government on all adult education problems. Through adequate research the Institute can at the same time avoid misdirection of energy in its own programmes.

(c) Research Projects

A list of on-going research projects as well as proposed "shopping-list" of projects, based on suggestions by the staff of the Institute, is attached as Appendix C. This list is by no means exhaustive, and the order does not reflect any priority.

(d) Publications

It is the intention of the Institute to produce not only research papers, but also textbooks in, and for, adult education. Consideration is also being given to the launching of a Kenya Adult Education Journal.

(3) STAFFING

(a) The necessity for attention being paid to the academic discipline of adult education becomes specially important considering the desirability of developing training and research in adult education in Kenya. In view of this and in line with the development in other universities throughout the world it is intended as soon as practicable to establish a Chair in Adult Education which would be held in an appropriate faculty by the Director of the Institute of Adult Studies.

(b) The Adult Education Training Unit will work directly under the Director, supported by a Senior Lecturer in Adult Education. His work will include:

- teaching on basic courses at the Adult Studies Centre and within the Extra-Mural Division,
- teaching on the Diploma Courses in Adult Education,
- liaison with other institutions and organisations in the field of adult education,
- service teaching for the Department of Education both at undergraduate and post-graduate level and for Teacher Training Colleges,
- Co-ordination of research in adult education.

(c) Because of the present non-university involvement in the discipline of "Adult Education" expertise in adult literacy within the Institute is lacking. In view of the Government's high priority for functional literacy and evaluation of past literacy campaigns it is important for the Training Unit to secure a lectureship for an expert in adult literacy.

(d) The Institute will apply for a grant for employing Research Assistants to work for the Adult Education Training Programme (see Appendix C).

(4) INTERCHANGE WITH OTHER BODIES

The Training Unit will work in close collaboration with other related Departments of the College, such as the Department of Education, and with outside institutions, such as Kenya Institute of Administration, to facilitate full use of available resources and to avoid duplication.

(5) IN-SERVICE TRAINING OF INSTITUTE STAFF

In order to be able to implement the Institute Development Plan and to give new staff the necessary training in adult education, the Institute has worked out a staff training programme. The main points are:

(a) When a new member of staff is employed he goes through a briefing on his own particular field of work and on the other activities of the Institute. After he has worked for a period in his own unit, he should work for one or two weeks in each of the two other units, and if he belongs to the "field staff" he should be attached to the Board of Adult Education for one month in order to familiarize himself with all aspects of adult education in Kenya.

(b) Members of staff who have no post-graduate training in adult education should be encouraged to get a second degree or post-graduate diploma in adult education.

The area of specialization should be decided in accordance with the needs of the Institute.

E. EXTRA-MURAL DIVISION

(1) ORGANISATION

The work of the Extra-Mural Division is organised by Extra-Mural Tutors, assisted by Organisers and Clerks. The present centres are:

Nairobi Extra-Mural Centre (including Central Kenya & Eastern and North Eastern Provinces).

Mombasa Extra-Mural Centre (including Coast Province).

Nakuru Extra-Mural Centre (including Rift Valley Province).

Kisumu Extra-Mural Centre (including Nyanza and Western Provinces).

(2) FUNCTIONS

The present preoccupation of the extra-mural programme with formal school-exam. oriented evening classes has occurred gradually, reflecting the articulate needs for formal education of adult students. The Institute however intends to develop a civic-cultural programme central to nation-building by correcting the distortion and giving a new emphasis to "liberal" educational activities.

There is a pressing need to develop cultural and similar enlivening activities in the rural centres of Kenya if they are to be places in which people with active minds can live and work happily.

(a) To Provide Liaison between the University and the Public

The Up-country Extra-Mural Tutor is usually the only member of the University's academic staff resident in the town to which he is accredited. As well as interpreting local needs to the University, he is well placed to inform local organisations and individuals of university interest in

their educational programmes, and to indicate those areas in which the University can support them.

(b) To Ascertain the Educational Needs of the Area

Kenya has got such a diversity of culture, educational levels, and economic advancement, that there will always be a need for members of the Institute's staff to live in the regional centres, to absorb the particular nature of the areas, and to develop a working relationship with the relevant Provincial and District Adult Education Committees, so as to provide adult education activities with real local significance.

The research done by Extra-Mural Tutors will be important in helping them familiarize themselves with the needs and problems of their constituents. When the educational needs have been ascertained it is the responsibility of the Extra-Mural Division to staff and supervise adult education training, liberal/cultural and formal/vocational programmes organised as regular weekly extra-mural meetings, seminars, day-schools, week-end schools, public lectures and short residential courses as well as utilizing the mass media. Believing that many of the education objectives have not been achieved through the evening class medium, the Division will give greater emphasis to the concentrated course, than it did before. It might be of one day's duration where most of the teaching would be provided by the Extra-mural Tutor himself: it might be a week-end course, where local staff or university staff might participate. Courses of one or two weeks duration are possible, particularly for teachers who could attend during school holidays; a suitable venue being a local Boarding School, Farmers' Training Centre, or Community Development Training Centre.

(c) Adult Education Training Programme

Training courses will be arranged in collaboration with the Institute's Training Unit, the Adult Studies Centre and with the Provincial/District Offices of the appropriate Government Ministries (Economic Planning and Development, Agriculture, Co-operatives and Social Services, Health, etc.)

(d) Liberal and Cultural Programmes

The present society is faced with scores of problems and issues for which there is no immediate solution. The problems are concerned with economics, education, social welfare, culture, language, politics, etc. Left unattended many of the problems will worsen. The mass media convey daily many conflicts and achievements relevant for Kenyans of to-day.

The Civic/Liberal/Cultural programmes are an attempt to provide a dialogue for such problems of national and international importance.

Programmes of this nature have included lecture series; for example the series "University Comes to Mombasa." In 1969 the Institute launched a "Catalogue of Lecture Offers" which contains the names of both intra-mural and extra-mural staff who are offering their services to lecture outside the University.

The largest culture programme so far has been the "Kisumu Arts Festival." Such cultural festivals will continue to be part of the extra-mural programme.

Programmes based on the Kenya Development Plan as described under "Utilization of Mass Media" will be a significant liberal-civic activity of the Institute. Courses will also be arranged for women leaders, trade unionists, etc.

(e) Formal and Vocational Programmes

It will still be relevant to keep a number of formal programmes at a high level. But the Division anticipates handing over - as soon as possible - its secondary school type classes, particularly to the Correspondence Course Unit, but also to city or urban council continuation classes, in collaboration with the Board of Adult Education as well as the Ministry of Co-operatives and Social Services (The Division of Adult Education) and the Ministry of Education; it is important to get the latter ministry's active encouragement of school teachers to assist in adult education programmes.

Negotiations have already begun to hand over a number of formal and vocational extra-mural classes to a re-organised and consolidated "Nairobi Continuation Classes."

The Correspondence Course Unit is able to supply more consistent instruction than is possible in a score of Extra-Mural "Sub-Centres" throughout the country. The Division will provide a valuable service in arranging occasional classes to supplement the radio/correspondence courses, as well as acting as a local servicing agency for the Correspondence Unit.

Programmes will be arranged for new businessmen and traders in accordance with the local needs.

(f) Utilization of Mass Media

The mass media (radio, press, TV, film) combined with other forms of education and instruction is one of the most effective means of speeding up the process of change in a community. The Institute is therefore giving high priority to the utilization of mass media. So far the Institute has only been able to provide some radio and TV programmes.

The mass media work will include:

- A series of general adult education programmes like the present 'University Radio.'
- A series of general adult education programmes on radio and television.
- Specific adult education programmes on radio and television.
- Organisation of supervised listening and viewing groups.
- Development of low cost community papers (Rural Mimio Newspapers).
- Research in mass communication.
- Serving as a coordinating agency for information and educational materials to ensure their most efficient use, based on the following arguments:

Any article prepared for the press must be capable of being reproduced in the form of "tear sheets" or reprints to be used as hand-outs at local community meetings.

Any radio broadcast must be taped so that the tape recording may be used in other ways; for example, over a mobile public address system.

Any television programme ought to be filmed (not video-taped) so that it can be used in ways similar to the radio broadcasts.

Any material, when prepared, must be available in script form so that it can be used in compiling textbooks, pamphlets, comic papers, etc. So often materials prepared for one use are unavailable at a later date for any consideration of adaptation.

In most development plans education and communication are treated separately. The Systems Approach envisages that mass media and education shall work together as integrated components.

The adult education programmes of the Mass Media Unit will make it possible for the Institute to reach a much larger audience than before. And such programmes will not overlap with the training activities of the Kenya Institute of Mass Communication and with the School of Journalism at the University. Collaboration with the two institutions on production of programmes should be encouraged. Similar co-operation is envisaged with other Government Ministries/Departments.

It is hoped that the first radio study-group programme to be mounted will be based on the Kenya Development Plan 1970-74. The organisation of the programme will include: preparation of Study Guides based on the popular version of the Development Plan, training courses for leaders of Radio Study Groups, and the setting-up and supervision of Radio Study Groups.

Another programme idea is "People to People", a two-way radio series, either in English or Kiswahili or both. The "people" of government at all levels, talk to specific listening groups in a locality, describing proposed government action to be taken to solve a particular local problem. In a later programme the "people" of the locality, again at all levels, reply to the proposals.

Some more radio programme ideas are described in Appendix E. These ideas, if implemented, should not be separate operations, but joint projects as a service to the departments in question.

(g) To Advise Adults Seeking Further Education

The Extra-Mural Tutor will continue to provide expert, disinterested advice to the many adults trying to choose between the various correspondence courses, evening classes, and private and commercial colleges. He is familiar with the various providing institutions in his region, with the requirements of examining bodies, and can usually assess the likelihood of a particular student benefiting from a particular course of study. Such "counselling" will continue to be an important contribution of the Tutor to the educational needs of his area.

(h) To Provide an Advisory Service for Agencies Engaged in the Education of Adults

One of the principle duties of the Institute is the provision of professional training in the field of Adult Education. The Extra-Mural Tutors can make such provision at Provincial and District level as advisers on adult education methods to the army of adult literacy teachers, adult education officers, community development workers, etc. They will attempt to encourage and stimulate by providing information, advice, and a forum for discussion on all matters of interest to such professional adult educators.

The Extra-Mural Tutor will work in close conjunction with the Adult Education District Committees being established under the 1966 Board of Adult Education Act.

(i) Kiswahili

It is the policy of the Institute, especially in relation to its extra-mural programmes, when appropriate, to encourage, commensurate with funds, its tutors to involve themselves in using Kiswahili or vernaculars in teaching in order to spread university adult education as widely as possible.

(j) Extra-Mural Committees/Kenya Adult Education Association

It is the policy of the Division to develop further its Extra-Mural Committees in order that they can play a more active

role in organising both educational and social activities within their respective areas. In this way the Institute can develop its extra-mural work as an activity-oriented national programme rather than a simple education exercise.

This development may hopefully be a first step towards establishing a Kenya Adult Education Association. There is at present no such popular organisation, no W.E.A., but an Adult Education Association should be a valuable medium for more grass-root participation in the further development of adult education activities in Kenya.

(3) REORGANISATION AND STAFFING

(a) The Academic Establishment and Estimates Committee has approved the establishment of a new senior post, when funds are available, to be designated, Assistant Director, Extra-Mural Division. The Assistant Director's duties will include the administration, supervision and co-ordination of the activities of the Extra-Mural Centres, as well as the organisation of programmes and campaigns of national interest and importance.

(b) The number of Extra-Mural Centres should be increased since extra-mural work is of special significance in providing a link between the University and the people of Kenya and in serving large numbers of people directly, since not even the major areas of population can be covered from the present four centres.

The Institute is in the process of working out a map of Kenya showing the areas which are existing and new Extra-Mural Centres could cover effectively in order to prepare a priority list for opening new centres. Density of population will be a major factor in working out these extra-mural areas. If funds are not made available for the opening of new Extra-Mural Centres it may be necessary for the existing centres to reduce their areas of operation since the continuation of the present attempt to spread resources over very wide areas is not a very satisfactory way of operating.

It appears that the most urgent needs for additional centres are one for Western Kenya and one for Central Kenya.

(c) If a mass media programme has to be properly launched it requires one more Mass Media Tutor (Radio/Adult Education Specialist). The already established post has been temporarily frozen.

F. ADULT STUDIES CENTRE

(1) ORGANISATION

The Centre has accommodation for sixty students. There is an academic staff of six tutors; the senior lecturer in charge is an Assistant Director of the Institute.

The Adult Studies Centre runs a One-Year Certificate of Adult Studies Course (the 1970 course will be the last one of this nature) and a variety of Short Courses.

(2) CERTIFICATE OF ADULT STUDIES

(a) The aim of the Certificate of Adult Studies is to provide for mature and talented adults a qualification more appropriate to East African conditions than any school examination. The syllabuses are built on the students' own experience and enable them to progress educationally to a point where they are properly armed to participate more effectively in national development when they rejoin the labour market. The study will also be a good foundation for any of them who proceed to university for further education.

The Certificate of Adult Studies is recognised by the Kenya Ministry of Education as equivalent in general educational standard to the Advanced Level of the General Certificate of Education. In order to obtain a wider recognition of the C.A.S. the equivalence between the C.A.S. and G.C.E. 'A' level for employment purposes and for entry to university should be determined.

(b) The Certificate of Adult Studies subjects available at present:

(i) English: this covers study techni ues, grammar and usage, essay writing, comprehension and summarising. In literature a detailed study of 4 novels will be undertaken.

(ii) Sociology: Students will be introduced to various aspects of East African Society from its human geography and social structure to effects on it of industrialization, urbanization and independence. Theories of social change will be introduced.

(iii) Geography: The African Environment: The course introduces the students to the geographical background of our continent's major political and economic problems. Map interpretation is also part of the course. To get a clear appreciation of the African physical environment, a separate physical geography course will be given alongside the main course.

(iv) African History: The course covers African History from the pre-colonial times to the emergence of modern nation states of the 20th century.

(v) Economics: The course will cover the elements of economics introduce the students to income theory, and concentrate on the development economics of East Africa.

(vi) Political Science: After introducing the students to political theory, the course will concentrate on political institutions with special reference to African states.

(c) Certificate of Adult Studies Examination

(i) To obtain a Certificate, a Pass in English and in 2 other subjects is required. The Certificate is awarded either as a Pass or as a Pass with Distinction. - A Pass in English is normally desirable before proceeding to other subjects.

(ii) The examination consists of two papers in English, one paper each in the 2 other subjects chosen, and an oral examination. 20% of the marks will be given for performance throughout the course.

(iii) Candidates who satisfy the examiners in one or more papers but have not secured a C.A.S. will be credited with the subjects in which they have been successful and will be permitted to repeat the other papers the following year.

(d) Organisation of the C.A.S. Programme

(i) The One-Year C.A.S. for 30 students has served a valuable function especially for the upgrading of teachers to S1 status and as an indirect preparation for the Mature Age Entry Scheme (each year at least half of the students have proceeded to degree studies). But under the current financial constraints of Kenya the one-year course is too expensive per student, and it will therefore be discontinued by the end of 1970.

(ii) The C.A.S. should be introduced as a 2 - 3 year correspondence course and continued as an extra-mural programme.

(iii) The C.A.S. should keep its nucleur of liberal subjects and add both new academic subjects (e.g. maths) and professional subjects (e.g. management and industrial relations) and the equivalence between C.A.S. and G.C.E. 'A' level for employment purposes and for entry to university should be determined.

In relation to the C.A.S. the Institute should discuss with in-service training bodies such as the K.I.A. the possibility of their using the Institute's expertise and experience in liberal and civic education as a component of their professional/ vocational courses.

(3) SHORT-TERM COURSES SEMINAR AND CONFERENCES

The short courses usually last for three weeks; up to thirty students can be enrolled for each one. They are either general courses on the economic, social and political problems of East African development or courses with elements of professional training which are designed for specific groups.

(a) Vocationally and professionally oriented short courses should be given higher priority than the general courses.

Special courses should be arranged for:

Adult Educators (see p.11)
Trade Unionists
Municipal and County Councillors
Members of Co-operative Societies
Youth Leaders
Women Leaders

(b) Short courses for correspondence course students and extra-mural students should be arranged.

(c) Seminars and conferences should be arranged on a regular basis.

The staff of the Adult Studies Centre should participate in courses, seminars and conferences, similar to those arranged at the Centre, in other parts of Kenya.

(4) EXTENSION OF THE CENTRE

With the abolition of the One-Year C.A.S. Course the Centre can offer a more varied programme of short courses, allowing it to provide for a wider cross-section of the community.

From 1971 the longest course at the A.S.C. will be Three Months Introductory Course in Adult Education. The possibilities for introducing a long-term course for trade unionists should be explored.

At present the Centre has not got enough classrooms for housing two courses at the same time so there is an immediate need for an extension of the Centre. In general, an extension of the A.S.C. would make it a more economic unit, the staff/student ratio would be lower and the boarding costs per students would be reduced.

Plans have been drawn up to extend the Centre so that ninety instead of sixty students could be accommodated. The extension should not be carried out until a more comprehensive short and long-term course programme has been developed.

(5) STAFFING

The Centre has recently been assigned with new responsibilities, e.g. writing C.A.S. for correspondence courses and temporary postings within the Extra-Mural Division. The integration of various programmes, for example a combination of extra-mural classes, radio and residential courses, will call for more interchange of staff than previously.

G. CORRESPONDENCE COURSE UNIT

(1) K.J.S.E.

In co-operation with the Kenya Ministry of Education, the Correspondence Course Unit was established within the Institute of Adult Studies in 1967 with the support of U.S.A.I.D. The first priority was given to courses leading to the Kenya Junior Secondary Examination, especially for the upgrading of P3 teachers. The two-year course in English, History, Geography, Kiswahili and Mathematics is now available to P3 teachers and all other holders of the Kenya Preliminary Examination or the Certificate of Primary Education. In addition, the first year course in Biology is now open to enrolment.

The enrolment for the K.J.S.E. courses is about 1400 students in about 4200 subjects, and furthermore, about 2000 unqualified teachers have enrolled for upgrading courses leading to P3 grade. Teaching is carried through correspondence study materials, textbooks and postal instruction by qualified secondary school teachers. In addition, there are regular radio broadcasts which provide additional guidance to the students and supplementary instruction in each subject.

Apart from P3 teachers who become eligible for promotion to P2 grade by passing the K.J.S.E., all private candidates will be required to pass this examination before they are allowed to sit for the new East African Certificate of Education. When the preparation for the K.J.S.E. courses is completed, the Unit plans to prepare courses at Form III and Form IV level to the E.A.C.E. but this proposal must however be balanced against the introduction of the C.A.S. and of vocational courses (see para.2 and 4).

(2) CERTIFICATE OF ADULT STUDIES

C.A.S. should be introduced in 1971 as a Correspondence Course supplemented by radio and face-to-face teaching. For details about the C.A.S., see pp. 20 - 21.

(3) EXTERNAL STUDIES FOR A FIRST DEGREE

The third priority for the C.C.U. at the time of inception was experimentation with first year degree courses for external students.

The introduction of external studies for a First Degree has been agreed to by the University authorities and is only awaiting "technical clearance."

Three paragraphs of the new regulations are of specific importance for the Institute:

§ 10. Prescribed courses of study be administered by the Institute of Adult Studies of the University College, Nairobi.

§ 11. Correspondence Course content, tuition materials, marking of returned tuition papers and the setting and marking of Degree Examination papers, shall be the responsibility of the relevant Faculty or Department in consultation with the Institute of Adult Studies.

§ 12. In addition to the prescribed Correspondence courses, External Students shall be required to attend a full-time residential course of at least three weeks duration in each year of part-time study. Weekend and evening tutorials may be arranged by the individual Faculty or Department concerned and may be designed as a compulsory part of the prescribed course.

(4) VOCATIONAL AND PROFESSIONAL COURSES

The C.C.U. gives a high priority to planning and developing vocational and professional courses by radio/correspondence, in collaboration with other institutions where such co-operation is appropriate. These courses may be directed towards Adult Educators, Trade Unionists, Members and Staff of Co-operative Societies, Local Government Staff and Councillors, etc.

In line with the policy of the Institute, the C.C.U. should periodically review its offerings to determine whether some of these courses, e.g. the K.J.S.E. Preparatory Course, may be more appropriately offered by other bodies.

(5) INTEGRATION

The practical integration of the C.C.U. and the other units of the Institute will be further developed as more contact meetings and courses for correspondence students are arranged through the Extra-Mural Centres and at the Adult Studies Centre. It is the policy of the C.C.U. that, whenever appropriate, correspondence education should be supplemented with radio and face-to-face teaching. The limiting factors for such integration are air-time, finance and student numbers.

(6) CO-OPERATION WITH V.O.K.

One survey which was conducted in 1968 revealed, among other things, that most of the students enrolled in the C.C.U. were mature people with family responsibilities. Consequently, many of those students experienced special difficulties in pursuing their studies, paying fees and getting quiet-time to

study. Many found the time for radio broadcasts quite inconvenient. Other who had enrolled late missed the radio broadcasts. In order to solve these problems, together with others that will arise with the addition of more courses in the near future, the C.C.U. will have to request more time from the Voice of Kenya. Discussions about this are going on between the two ministries concerned. The C.C.U. looks forward to having continued co-operation with the V.O.K.

(7) STAFFING

The Unit's staff development plan has progressed well. It is assumed that when the AID/Wisconsin Team withdraws in April, 1971, the Unit will have a trained permanent administrative and academic staff of Kenya citizens, and a majority of Kenya citizens in its seven purely academic posts.

In the past, the staff of the unit has found it difficult, due to pressure of work, to go out and have frequent meetings with students. It is hoped, however, that as present courses are completed, it will be possible for the staff to have more contacts and counselling with correspondence students, as well as carry out research into the study and listening methods of these students.

H. FACILITIES OF THE INSTITUTE

(1) TRAINING UNIT

The necessary space for the Unit should be provided within the main campus.

(2) EXTRA-MURAL DIVISION

Additional space required in Nairobi:

(i) Office for the Assistant Director, Extra-Mural Division.

(ii) Separate office for the Extra-Mural Tutor and the Organiser. At present the Nairobi Office is very crowded with Tutor, Organiser and Clerk working in the same room.

(iii) Office for one more Mass Media Tutor.

Outside Nairobi:

In the first instance two new Extra-Mural Centres, one more for Central and one for Western Kenya.

(3) ADULT STUDIES CENTRE

One new staff house is needed.

A general extension of the Centre has been considered, see p. 22.

(4) CORRESPONDENCE CENTRE

The Unit has suffered from lack of accommodation. However, a good solution has been found: The Government of Denmark has agreed to build two office blocks and six staff houses for the Unit on the Kikuyu Campus, at a cost of £ 85,000. These buildings should be available early in 1970. There is, however, still a need for five more staff houses.

THE KIKUYU CAMPUS

The Adult Studies Centre and the Correspondence Centre can be accommodated within the boundaries of the present campus of 27 acres. But in order to allow for future expansion at Kikuyu it is being examined if an additional neighbouring plot can be obtained.

I. PROJECTED ENROLMENT OF STUDENTS	1969/70	1970/71	1971/72	1972/73
(1) TRAINING UNIT				
Diploma Course in Adult Education		15(*1)	20	25
(2) EXTRA-MURAL DIVISION				
(i) Regular weekly extra-mural meetings, short courses	2500	3000	3500	4000
(ii) Seminars, day-schools, week-end schools, public lectures.	1000	2000	2500	3000
(3) ADULT STUDIES CENTRE				
(i) One-Year Course	30	30	0	0
(ii) Three Months' Course	24	48(*2)	48	48
(iii) Correspondence Courses (30 students x 1 week)	0	120	210	210
(iv) Short Courses (30 students x 3 weeks)	180	210	210	210
(v) Seminars, Week-end Conferences.	100	200	200	300
From 1971/72:				
1464 student weeks per year, excluding seminars and conferences.				
Number of short course students per 35 weeks (3 terms): 42.				
(4) CORRESPONDENCE COURSE UNIT				
(i) K.J.S.E.(*3) and E.A.C.E.	1800	2000	2000	X
(ii) Unqualified teachers(*3)	2000	2000	2000	2000
(iii) Certificate of Adult Studies		400	800	1200
(iv) Part-time Degree Studies		20	30	40
(v) Professional Courses		200	400	700

*1 Service teaching has not been accounted for.

*2 Two Three Months' Courses.

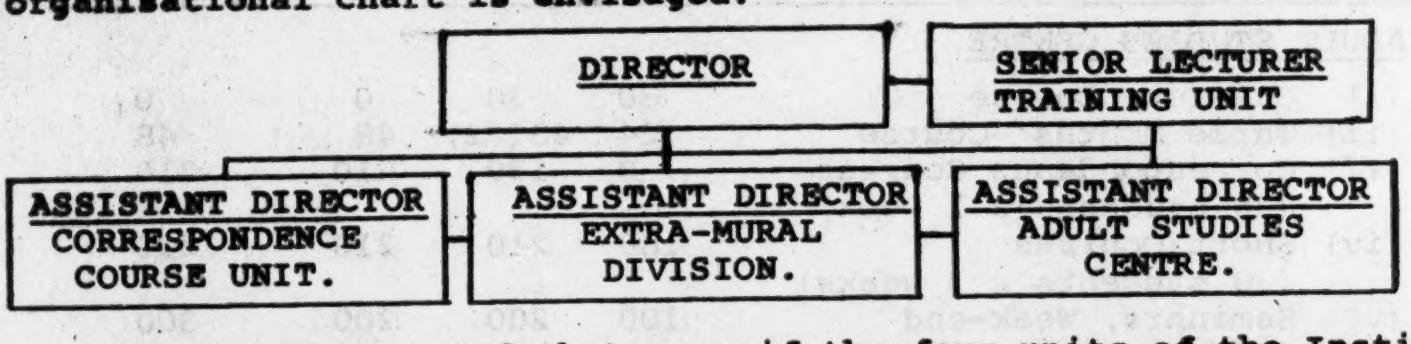
*3 Average student course load: 3 subjects.

J. ORGANISATIONAL CHART & STAFF REQUIREMENTS

(1) CHART FOR SENIOR POSTS

The senior posts within the Institute were, until January, 1969: Director, Deputy Director in charge of the Adult Studies Centre, and Senior Lecturer in charge of the Correspondence Course Unit. The present structure is: Director, Assistant Director (Adult Studies Centre), and Assistant Director (Correspondence Course Unit). It has been agreed in principle to establish a new senior post, Assistant Director (Extra-Mural Division), when funds are available.

When this Development Plan is implemented the following organisational chart is envisaged:



It should be noted that even if the four units of the Institute are treated separately in this Development Plan, close co-operation and integration are anticipated in order to further the efficiency of all units and the impact of the Institute in general. The units have not been and should not be seen as separate departments.

(2) ADMINISTRATIVE ASSISTANT, I.A.S.

With the expansion envisaged it becomes a must for the Institute to get a post established for an Administrative Assistant (Assistant Lecturer or Lecturer Scale), attached to the Director's Office. He will take care of routine administration and participate in organisational work.

(3) EXTRA-MURAL ORGANISERS

The proposed new programme of the Institute will place a heavy responsibility on the Organisers of the Extra-Mural Division. It is therefore necessary to attract for these posts, persons of higher academic qualification and organising experience than hitherto.

It is proposed to establish a promotion post of Senior Organiser at scale B, starting with £780 (Organisers are on Scale A starting with £645). Thus there will be either an Organiser or a Senior Organiser, at each Extra-Mural Centre.

(4) ADULT STUDIES CENTRE

The work of the present Administrative Assistant comprises:

(a) buying food, supervision of kitchen (Headcook)
(b) ground-staff, and
(c) control of the finances of the Centre.

The present Headcook should be replaced by an Assistant Cateress who will also act as Housekeeper (Function (a) of present Administrative Assistant).

(5) MAINTENANCE OF THE KIKUYU CAMPUS

When the Correspondence Centre has been completed a reorganisation of the maintenance of the buildings and the compound is necessary. A special maintenance staff should be assigned to the Centre under the above mentioned Administrative Assistant.

(6) PROJECTED ACADEMIC STAFF REQUIREMENTS

Staff (x)	1969/70	1970/71	1971/72	1972/3
Director (Professorial scale)	1	1	1	1
1. Training Unit				
Senior Lecturer		1	1	1
Lecturer			1	1
Research Assistants			1	2
2. Adult Studies Centre				
Asst. Director (S/L)	1	1	1	1
Lecturers	5	5	5	5
Part-time Lecturer	1	1	1	1
3. Extra-Mural Division				
Asst. Director (S/L)		1	1	1
Extra-Mural Tutors	4	6	6	6
Mass Media Tutors	1	2	2	2
4. Correspondence Course Unit				
Asst. Director (S/L) (y)	1	1	1	1
Course Development (L) (y)	1	1	1	1
Radio/TV Specialist (L) (y)	1	1	1	1
Correspondence Tutors (L)	7	7	7	7
TOTAL	23	28	30	31

(x) Staff List, Appendix F
(y) Excluding the A.I.D./Wisconsin Team.

K. FINANCIAL NEEDS

Estimates for the Institute of Adult Studies (*)

(1) EXTRA-MURAL DIVISION AND ADULT STUDIES CENTRE

a. Capital

	£
(i) 4 staff houses and furniture: A.S.C., Mombasa, Nakuru & Kisumu	24,000
(ii) 2 Extra-Mural Centres, Central and Western Kenya. Staff houses and office & furniture	16,000
(iii) Furniture and equipment, offices, main campus	2,000
(iv) Adult Education Library	4,000
	£ 46,000

b. Recurrent

	1969/70	1970/71	1971/72	1972/73
£	73,600	93,000	115,000	127,000

Note: (i) The original Institute Estimates for 1969/70 were £ 81,000/

(ii) The proposed Estimates for the triennium are below those recommended in the Kenya Development Plan 1970 - 74 (see Appendix A).

(iii) The 1970/71 Estimates have been approved by the General Purposes Committee, including among others an Assistant Director, Extra-Mural Division, and two new Extra-Mural Centres.

(2) CORRESPONDENCE COURSE UNIT

(a) Capital

5 staff houses & furniture £ 30,000

(b) Recurrent

	1969/70	1970/71(*)	1971/72	1972/73
£	56,000	63,000	70,000	77,000

(*) 1970/71 onwards include expansion in Certificate of Adult Studies and degree studies.

(1) + (2) RECURRENT

	1969/70	1970/71	1971/72	1972/73
£	129,600	156,000	185,000	204,000

(*) It should be noted that the Working Party on the Role of the Institute in the Development of Kenya recommended:

that the Institute should be provided with finance to enable it to implement its agreed programme on a national scale.

L. SUMMARY OF MAIN RECOMMENDATIONS

1. The Institute should continue and further develop its research programme, especially in relation to the role of adult education in the development of Kenya (p.12).

2. The short-term training courses in adult education and the Diploma Course in Adult Education are a major concern for the Institute and should receive the necessary financial backing (pp. 8 & 10 - 14).

3. School examination courses should only continue until such time that they can be handed over to other, more appropriate institutions (pp. 8 - 9 & 14 - 16).

4. Liberal and cultural programmes should be encouraged in order to promote civic responsibility and active engagement in development problems (pp. 8 & 15).

5. Special attention should be paid to the development of programmes in the rural areas (pp. 6 & 14).

6. The number of Extra-Mural Centres should be expanded (p.19)

7. Vocationally and professionally oriented short courses should be given a higher priority at the Adult Studies Centre than the general short courses. (p.22).

8. The Certificate of Adult Studies and vocational/professional programmes should be introduced as correspondence courses (pp. 23 (20-21).

9. The integration of extra-mural classes, rad o and face-to-face teaching, and Correspondence education should be encouraged (pp. 24-28). Radio Study Groups should be established (pp. 16 - 17).

10. The Institute should be provided with finance to enable it to implement its agreed programmes on a national scale (p. 30).

Appendix A

INSTITUTE OF ADULT STUDIES
in
KENYA DEVELOPMENT PLAN 1970 - 74

17.115. The Institute fo Adult Studies is discussed separately in the Development Plan because of the importance which Government views activities in the area. The fact remains that the recent rapid development which has taken place at all levels of the formal educational system has neither altered nor significantly improved the opportunities for employment and personal fulfilment for this economically strategic segment of the population.

The educational needs of adults are many and varied and the Institute cannot hope to meet them all. Nevertheless, the main tasks which the Institute has undertaken are ambitious by any standard. These include -

(a) courses for adults. A number of courses are now offered to adults on a residential, extra-mural or radio/correspondence basis. During the Plan period, the Institute will begin to offer business and technical courses;

(b) Civic/Cultural Education. Short courses, seminars, lectures and public meetings have been and will continue to be organized on subjects of national and cultural importance;

(c) service agency in Adult Education. The Institute provides assistance and advice for institutions and organizations involved with the education of adults;

(d) in collaboration with the Board of Adult Education, the number of research projects will increase during the Plan period. A one-year non-graduate course will be introduced followed by a one-year post-graduate course. The existing short courses will be continued.

17.116. In order to meet both the established and prospective demands which will be placed on the Institute, a substantial improvement in facilities is required. The level of both staffing and equipment will also require improvement. As a consequence, Government will support an expansion in the recurrent budget of the Institue as follows:

Projected Recurrent Expenditure
Institute of Adult Studies, 1969-1974

Table 17.33 K '000

	1969/70	1970/71	1971/72	1972/3	1973/74	Total
Teaching and Research	100	110	121	133	146	610
Correspondence Course Unit	49	54	59	65	70	297
T o t a l	149	164	180	198	216	907

P L A N N I N G F O R P R O G R E S S

The Popular Version of the Development Plan

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The Institute of Adult Studies attempts to meet many of the varied educational needs of adults through extra-mural, residential or radio/correspondence courses. Short courses, seminars, lectures and public meetings have been and will continue to be organized on subjects of national and cultural importance. During the Plan period the Institute will begin to offer business and technical courses. Also, there will be a substantial improvement in the facilities and staffing of the Institute.

Appendix B

Provision of Adult Education in Kenya

In order to be able to view the specific role of the Institute of Adult Studies it is necessary to know the other main national adult education activities and institutions which are organising them. The following brief description is part of the Triennial Report March 1966 - March 1969 by the Board of Adult Education:

Government Departments and Ministries

The Government's adult education programme is centred in the field of fundamental adult education where it can make most impact on improving the general living standards of the bulk of the people in the rural and urban areas. It has come to be seen as an important element for national economic development and the kinds of adult education which are given the highest priority are those which most directly have an economic return.

THE MINISTRY OF CO-OPERATIVES AND SOCIAL SERVICES

This ministry has the portfolio for adult education and as such is responsible for the administration of the Board of Adult Education which it administers through its Department of Community Development and Social Services. Both its two constiuent departments, the Department of Community Development and Social Services and the Department of Co-operative Development are heavily committeed to adult education programmes.

THE DEPARTMENT OF COMMUNITY DEVELOPMENT AND SOCIAL SERVICES

The prime adult education activities of this department are organized through two of its divisions:-

(1) The Adult Education Division began operating in 1966 as part of the Ministry of Education. In 1967, the division was transferred to the Ministry of Co-operatives and Social Services. It now has a staff of four Education Officers (Adult Education) and 30 Assistant Education Officers (Adult Education) who work in the districts. Their main task is the planning and organization of the National Literacy Campaign which at present aims at taking illiterate adults over a four-year period through to C.P.E. level of education.

(2) The Division of Community Development has traditionally, in adult education, been primarily responsible for organizing literacy classes on a self-help basis and still continues to do this in those areas which as yet do not have adult education officers.

As well as this, the division is responsible for helping to service the district training centres which are financed largely through local authorities or municipal councils. The district training centres vary in size and quality according to the support of their local authorities and the quality of their staff. Their main task is to run short residential

courses in such subjects as leadership, self-help leaders' training, home economics, and community development.

THE DEPARTMENT OF CO-OPERATIVE DEVELOPMENT

With the recent development of a co-operative movement in Kenya, there has been a corresponding growth in the work of the division of Co-operative Education. The division is concerned with the development of the work of the Kenya Co-operative College, extension work of the department, and staff in-service training.

The Co-operative College is temporarily housed and runs courses for the officers and staff of the co-operative societies and their unions. Courses are residential and run from two to eight weeks. The college works closely with the co-operative education teams which run short courses in the districts in district training centres or farmers' centres. The teams are deployed one per province and one is attached to a major resettlement scheme.

THE MINISTRY OF AGRICULTURE

The Ministry of Agriculture has the biggest investment in adult education. Its main work is achieved through its field extension staff and its farmer training centres which are spread through the districts. There are at present 28 farmer training centres, 22 of which are organized by the Ministry of Agriculture and six by the National Christian Council of Kenya. The centres offer short courses to farmers, and occasionally their wives, in basic agricultural techniques geared more frequently now to special agricultural subjects. Courses are also organized in home economics for which there is a specially trained cadre of women home economist instructors. Courses at the farmers training centre are under the control of the District Agricultural Officer who also is responsible for co-ordinating extension work. Most courses are subsidized and farmers are provided with simple accommodation and food. Accommodation ranges in capacity from 20 to 100 beds, and the centres are available for use to other ministries and departments. Alongside the farmers' training centres, the agricultural field staff organize a continuous programme of Farmers' Days, agricultural shows and demonstrations.

THE MINISTRY OF HEALTH

The main bulk of the health education programmes which are organized for adults throughout the country is undertaken by the local authorities. However, the Ministry of Health is responsible for training the Health Inspectors, Health Visitors and Health Assistants who are employed by the local authorities and who are charged with programmes for health education.

In the Ministry of Health, there is a Division of Health Education with a fully fledged Health Education Unit which incorporates an Audio-Visual Unit. The Health Education Unit has a small staff which includes three Health Education Officers

one of whom works in the field in West Kenya based on Kisumu. The Audio-Visual Centre produces teaching materials not only for the Ministry of Health but also for other government ministries on request. Staff of the Health Education Unit are responsible for helping in the in-service training of field staff on the education side.

THE MINISTRY OF COMMERCE AND INDUSTRY

The Ministry of Commerce and Industry is mainly concerned with the organizing of short courses throughout the country for small-scale traders. There are seven Trade Officers and 35 Trade Assistants who help in this work organized on a provincial basis. Courses last for about a week and are arranged in most of the districts of Kenya. Subjects that are taught include: simple trading methods, book-keeping, banking and insurance and the course often includes visits to factories and to successful shopkeepers. Most courses are run using district training centres or farmers' training centres.

Other ministries which engage in adult education activities include the Office of the President, the Ministry of Labour and the Ministry of Information and Broadcasting.

THE OFFICE OF THE PRESIDENT

The Office of the President is responsible for the administration of the Kenya Institutes of Administration at Kabete and Maseno. Both these institutes are concerned with government in-service training programmes and as such are involved with various kinds of adult education in-service training courses for Government ministries. So far, their main contribution has been in the training of community development staff of district training centres. A further notable and interesting feature of the work of the Office of the President is the initiative it has taken in organizing literacy classes for its junior staff of the office.

THE MINISTRY OF LABOUR

The Ministry of Labour is mainly concerned with organizing on a small scale, courses for artisans and craftsmen. One of the more interesting establishments which the ministry is administering is the Industrial Training Centre at Nakuru which runs courses for self-employed craftsmen and artisans.

THE MINISTRY OF INFORMATION AND BROADCASTING

More importantly through radio and television, engage in running adult educational programmes and provide facilities to other organizations who wish to use these media.

U.N.E.S.C.O. SUB-REGIONAL LITERACY CENTRE FOR EAST AFRICA

An associated Government U.N.E.S.C.O. adult education institution which began operations in 1965, was the U.N.E.S.C.O. Literacy Centre for East Africa. The Centre was started to advise the East African Countries on the development of work-oriented literacy programmes and had a number of U.N.E.S.C.O. experts attached to it for this purpose. The experts made a contribution to the training of literacy teachers and the production of teaching material before it closed in 1969.

PUBLIC ORGANISATIONS

Among the more important public bodies in the adult education field are the local authorities, the University College, Nairobi and the East African Literature Bureau.

THE LOCAL AUTHORITIES

The local authorities in the rural areas are responsible for the financing and staffing of the district training centres with the help of the Department of Community Development and Social Services. They also are responsible through the Medical Officers of Health for the bulk of the health education programmes. The educational programmes which are run vary a great deal from district to district depending on the resources and initiative of each individual council.

In the urban areas, the municipal councils have the same responsibilities but in addition have been responsible for the planning and organization of formal education classes for adults. Thus in Nairobi, Mombasa, Thika, Nakuru, Kisumu, Eldoret and Kitale, there are evening continuation classes as well as literacy classes and other classes in fundamental education programmes which are organised under the auspices of the councils. The evening continuation class programmes are financed from local sources and fees; most of the councils receive small grants from central government through the Ministry of Co-operatives and Social Services. Most of the evening classes are basic, catering for adults who wish to take primary examinations or early secondary courses with occasional opportunities for typing, accounting and clerical courses.

THE INSTITUTE OF ADULT STUDIES, UNIVERSITY COLLEGE, NAIROBI.

The Institute of Adult Studies of the University College, Nairobi consists of three divisions: the Adult Studies Centre at Kikuyu, the Correspondence Course Unit and the Extra-Mural Division.

The Adult Studies Centre, Kikuyu runs both long and short courses. The long course is centred on the Certificate of Adult Studies which can be taken internally or externally and is roughly equivalent to "A" level examination. The subjects and syllabuses for the Certificate of Adult Studies have been drawn up to relate to local needs and it is recognized for purposes of teacher up-grading. The long course lasts for an academic year and many students attempt the university mature-age entry examination to degree courses at the University of East Africa.

The short courses last for about three weeks and are general courses covering the economic and social problems of East Africa. At the centre the institute has begun teaching three-week courses for adult education professional workers in the principles and techniques of adult education.

The Correspondence Course Unit has been set up to run correspondence-radio linked courses which, at present, are restricted to K.J.S.E. (the first two years of the secondary school syllabus).

The Extra-Mural Division has resident tutors based in Nairobi, Mombasa, Nakuru and Kisumu. From these centres throughout the country, the tutors organize classes, seminars and conferences, mostly organized in the evenings or weekends. The bulk of the extra-mural programme is geared to formal or professional examinations at ordinary and advanced level standard.

THE EAST AFRICAN LITERATURE BUREAU

The East African Literature Bureau is a quasi-government organization, being part of the East African Community. It is an important supporting adult education agency since the activities of the bureau involve the printing, publishing and distribution of publications which include, amongst others, adult education subjects. In this connexion, any literacy book that is published by the bureau is printed on free paper. This is in addition to the subsidies included in bureau publications since all overheads are paid for by the East African governments and are not recoverable through sale of books.

VOLUNTARY AGENCIES

Apart from the efforts in the adult education field of the Government ministries and public bodies, a great deal of different kinds of adult education are carried out by various voluntary agencies. The following describes briefly the activities of some of the larger voluntary associations engaging in adult education work.

THE KENYA NATIONAL COUNCIL FOR SOCIAL SERVICE

The K.N.C.S.S. is responsible for promoting and co-ordinating the social services undertaken by voluntary organizations and provide a link between the voluntary organizations and the Government. As part of its social service brief, the National Council accepts the field of adult education, especially those aspects relating to fundamental education and literacy, as of special importance. Thus through its institutional membership it is able to encourage and support adult education programmes.

In this way, as part of these activities and on the request of the Board of Adult Education and with U.N.E.S.C.O. the World Confederation of Organizations of the Teaching Profession, and the Kenya Government as sponsoring bodies, it was able to run an important national conference in June 1967, on "The Role of Voluntary Organisations in Adult education with special emphasis on the National Literacy Campaign."

THE LITERACY CENTRE OF KENYA

The Literacy Centre of Kenya is a voluntary body which depends for its revenue on private donations. It had been in the past receiving a small annual subvention of K£2,000 per year from the Kenya Government but on the recommendation of the Board of Adult Education in 1967 this was discontinued.

The Literacy Centre has three main functions: the preparation of materials for use by illiterates and new literates through all stages; the training of voluntary teachers of illitrates; and, the supplying and selling of materials through their Nairobi bookshop. The centre produces materials in Kiswahili and vernacular languages. Teacher-training courses which are normally arranged by the voluntary agency concerned are of about a week's duration. The centre has its own printing press and publishes its own textbooks.

THE NATIONAL CHRISTIAN COUNCIL OF KENYA

The Protestant churches and missions are responsible for a wide variety of adult education programmes throughout the country. These activities are mainly centred on various kinds of fundamental adult education and literacy both in the rural and urban areas. The N.C.C.K., which consists of representatives from the Protestant Churches, has its own programmes. These include: training for industrial workers in Nairobi, Nakuru, Kisumu, Nyeri, Thika and Mombasa; conferences and seminars for industrial supervisors, and shop stewards; youth training and training for social workers. Many of these courses take place at the Limuru Conference Centre.

The N.C.C.K. also supports and runs six farmers' training centres which are run closely with the Ministry of Agriculture. It has, also, over the past two years been responsible for supporting pilot projects of village polytechnics. There are now six village polytechnics which cater for youth in rural areas, giving them, as primary school leavers, predominantly artisan and craft training for self-employment in their home areas.

Other Voluntary Agencies which organize adult education activities include The Catholic Churches, the Maendelo Ya Wanawake, the Young Men's Christian Association and the Young Women's Christian Association.

Appendix C (1)

INSTITUTE OF ADULT STUDIES

On-going or Completed (*) Research Projects 1969 - February, 1970

Sv. Erik Bjerre:	Adult Education in Machakos District with Special Reference to Rural Training Centres
P. E. Kinyanjui:	An Analysis of the 1968 K.J.S.E. Results for C.C.U. Candidates (*).
	C.A.S. by Correspondence, Summary of Answers to a Questionnaire (*).
G. Lewa:	Present Provision of Adult Education in Mombasa with Recommendations for Future Development.
D. Macharia:	The Financing of Adult Education in Kenya.
M. Moore:	Survey of the Broad Field of Fundamental Adult Education in the Coast Province with Special Reference to the Improvement of Rural Extension Services in Kwale District(*
	Adult Education in Nakuru.
T. Mulusa:	A Survey of the Composition and Role of Local Authorities (*).
	A Survey of Formal Adult Education Provision in Kenya 1969 (*).
T. Murphy:	Provision of Adult Education in Nairobi.
J. Okach:	Adult Education in South Nyanza.
F. Okwemba (Miss):	The History of Maseno Secondary School; its role and significance in the educational development in Kenya.

Appendix C(2)

PROVISIONAL LIST OF RESEARCH PROJECTS

A. GENERAL

1. Studies of Adult Education activities before Independence.
2. Studies of Adult Education activities after Independence.
3. Survey and evaluation of present Adult Education activities. at national level/at provincial level/at district level
4. The role and the contribution of foreign foundations towards adult education in Kenya.
5. The importance of co-ordination of adult education, especially in relation to the Board of Adult Education.
6. Evaluation of expenditure in selected adult education programmes.
7. The role of Kenya Government in adult education.
8. The role of voluntary organisations working in adult education.
9. Evaluation of private institutions working in adult education.
10. Evaluation of Commercial Correspondence Institutions.
11. Relationship between character and contents of earlier education, and motivation towards adult education.
12. The effect on adult education of extension and improvement of primary and secondary education.
13. The relationship between the formal educational system and adult education.
14. Priorities within adult education in relation to manpower needs.
15. Adult education and the evolution of civic responsibility.
16. The role of adult education in developing adequate leadership at all levels.
17. Reasons for intellectual apathy among adults.
18. Economic and human waste due to incomplete education.
19. The effect of early specialization of human maturity.
20. Teaching methods in adult education, survey and evaluation.
21. Adult learning problems with reference to African/European cultural differences.
22. Socio-economic background and motivation of adult education teachers.
23. Evaluation of present training facilities for all kinds of adult education staff.
24. Proposals for provision of training facilities necessary in order to staff present and proposed adult education activities.
25. Suitability of textbooks which are used within adult education at present.
26. The role of libraries in adult education.
27. The role of newspapers and periodicals in adult education.
28. The role of radio and TV in adult education.
29. Evaluation of adult education within the National Youth Service.
30. Possibilities of adult education within the armed forces.
31. Adult Education as part of resocialization of prisoners.
32. Adult education as a factor for development of trade unions/ of co-operatives.
33. The suitability of existing formal examinations to adults.

B. Institute of Adult Studies

34. Contribution of University teachers to adult education.
35. The influence of the University on Nation-Building.
36. Survey and evaluation of Kenyans who have studied for external degrees.
37. Evaluation of the Mature Age Entry programme within the University of East Africa.
38. Adult Studies Centre. One Year Course students; inquiry into background education in relation to achievements at A.S.C. and later.
39. Adult Studies Centre Short Course students; inquiry into background education in relation to achievements at A.S.C. and later.
40. Analysis of short course students compared with target population shown in Handbook of Major Courses and Seminars.
41. Analysis of background of various sections of target population (for example County Councillors) for Short Courses in order to assess the proportion who can benefit from the proposed courses.
42. Comparison of expenditures and achievements for evening and for residential courses.
43. Teaching of English as a second or third language.
44. Problems and methods of teaching various subjects (for example Political Science) to adults, with special emphasis on Extra-Mural Students.
45. Survey of Correspondence Course students in order to determine an adequate level of English proficiency for adult education.
46. Comparision of effectiveness of possible combinations of correspondence instruction, radio programmes and face-to-face teaching.
47. The work of the Extra-Mural Tutors in relation to Part-time Tutors and students.
48. Comparative study of organisation of Extra-Mural work in a selected number of countries.
49. The relationship within a given area between the Extra-Mural Staff, the people and the authorities.
50. Background, motivation and suitability of Extra-Mural Part-time Tutors.
51. Survey of Extra-Mural students (level of education, reasons of study, etc.).
52. Problems of drop-outs from Extra-Mural classes.
53. Educational background of factory workers.
54. Educational and social aspects of day-release courses.
55. The role of conferences and seminars in University Adult Education.
56. Evaluation of Annual Study Conferences, U. E. A.
57. Evaluation of the work of the Adult Studies Centre.
58. Evaluation of the work of the Extra-Mural Division.
59. Evaluation of the work of the Correspondence Course Unit.
60. Evaluation of the progress of integration within the Institute of Adult Studies.

Appendix D

INSTITUTE OF ADULT STUDIES

University College Nairobi

DIPLOMA COURSE IN ADULT EDUCATION

1. **BACKGROUND AND OBJECTIVE**

Professional training in adult education has got a high priority within the Institute, and a request to launch an advanced course has been received from the Department of Community Development and Social Services, Ministry of Co-operatives and Social Services. The proposed Diploma Course in Adult Education has been approved by the Board of Adult Education.

The objective is to provide in consultation with other relevant teaching institutions a professional course for personnel with considerable field experience. At present no advanced course in adult education is available in Kenya. The course is urgently needed for the developing career structure.

2. **PROSPECTIV E STUDENTS**

Adult Education Officers, Community Development Officers, Agricultural Extension Officers, Staff of Farmers Training Centres, Staff of Community Development Training Centres, Health Education Staff. Training Officers from the Co-operatives, Commerce, the Police, and the Armed Forces; Training Officers from Voluntary Organisations.

3. **ENTRANCE REQUIREMENTS**

(a) **Candidates should be holders of a School Certificate or G.C.E. "O" level.**

(b) **Candidates should have a minimum of three years field experience within adult education in its broadest sense.**

Other qualifications may be deemed by the Board of Adult Studies to be equivalent to the above stated two minimum qualifications.

4. **THE DIPLOMA COURSE IS PROPOSED TO START IN 1970**

to be mounted within the framework of the Diploma in Education, Department of Education.

5. COURSE STRUCTURE

L = Lectures
S = Seminars
P = Practical Periods

		L	S	P
A.	Compulsory			
1.	Principles of Adult Education	25	25	
2.	Organisation and Practice of Adult Education and Community Development	25	20	5
3.	Techniques of Communication	25		
	One of the following specializations			
	a. radio, TV			20
	b. correspondence			20
	c. audio-visual aids			20
	d. programmed learning			20
4.	Elements of Social Structure	10	10	
5.	Comparative Adult Education	15	15	
6.	Principles of Urban and Rural Development	25	15	
		125	75	25
B.	Optional (One subject only)			
1.	Functional Literacy		25	
2.	Principles of Community Development		25	
3.	Youth Studies		25	
4.	Women's Education		25	
5.	Agricultural Education and Extensions		25	
6.	Health Education		25	
7.	Social Welfare, Principles & Practice of		25	
		125	100	25
C.	1. Dissertation, supervised by Personal tutor.			
	2. 3 x 3 hours Examination Papers.			

6. SYLLABUS - COMPULSORY SUBJECTS

Course 1: Principles of Adult Education

a. History of Education Thoughts	5 lectures
b. Concepts and Terminology of Adult Education	5 "
c. Adult Education, Economic Planning Development	5 "
d. Research, Co-ordination and Planning Adult Education	5 "
e. Development of Adult Education in East Africa	5 "
	25 lectures

Course 2: Organization and Practice of Adult Education and Community Development		
a. Principles of Management	5	lectures
b. Case Studies of Application	5	"
c. Teaching Methods	5	"
d. Cultural Activities, Games	3	"
e. Psychology of Adult Learning	7	"
	25	lectures
Course 3: Techniques of Communication		
a. Theories of Communication and Group Dynamics	5	lectures
b. Use of Media, Radio, TV, Correspondence programming, Instructional Systems. Evaluation	10	lectures
c. Applied Techniques to Literacy, Teaching, Agricultural Extension, Health Education and Community Development	10	lectures
	25	lectures
Course 4: Elements of Social Structure		
a. Concepts in Sociological Analysis	3	lectures
b. The Nature of Society	3	"
c. Social Stratification and Group Attitudes	4	"
	10	lectures
Course 5: Comparative Adult Education		
a. Basic Comparative Criteria	3	lectures
b. United Kingdom	2	"
c. North America	2	"
d. Scandinavia	2	"
e. West Africa (French speaking)	2	"
f. India	2	"
g. International Trends	2	"
	15	lectures
Course 6: Principles of Urban and Rural Development		
a. Economic and Cultural Background to Development	8	lectures
b. Population Problems	3	"
c. Technological Background	3	"
d. Educational Policy	3	"
e. Development Planning, District, Provincial and National Planning	8	"
	25	lectures

Appendix E

Radio Programme Ideas (Series)

Mass Media Unit

1. "The Jembe Family"/Radio Farm Forum

The farmers are by far the largest single vocational group, and they have strong shared interests. In this way farmers are an audience that the radio is well adapted to serve. A Radio Farm Forum has been a successful programme in many countries. For example in India there was a marked tendency that the forum developed into decision making bodies capable of speeding up development faster than the local councils. In Ghana the forum was based on the following programme:

(a) Provision of printed guides
(b) The forums met and exchanged ideas on the subject shortly before the broadcasts started.
(c) The groups were assisted by an 'Organiser.'
(d) Some broadcasts were straight talks, others were dramatized. Ordinary farmers also participated.
(e) After the forum had discussed a broadcast the people involved wrote back their reactions to the Headquarters and also what action they proposed to take as a result of the information and the discussion inspired by the broadcast.
(f) "Talk-backs" (audience participation) were arranged after every 3 broadcasts. Forums representatives recapitulated previous programmes and indicated their reactions ('feedback').

In order to catch the imagination of the listeners a Kenyan version of the programme may be called 'The Jembe Family.'

2. "Kenya Kesho"

Each of the ministries and agencies of government would be responsible for presenting an over-view of those aspects of Kenya with which they are concerned during the next few years. These would not be "promises" but educated predictions of the probable outcomes of development, and would thus involve personnel concerned with the planning and day-to-day implementation of the plan for tomorrow. Suggested for radio in both Kiswahili and English, to be followed by illustrated features for use by newspapers.

3. "How Well are We Eating"?

The Ministry of Health, if this is where the most communicative nutritionists are to be found, should be required together with the Institute to provide a continuing series about the diets in East Africa and the availability of nutritious foods on the market, both locally and nationally. Many people do not eat well through lack of information, and many times that information is available but not distributed. Suggested for radio Kiswahili, to be prepared as close to broadcast schedule as possible.

Appendix F

Staff-List 31st December, 1969

1. DIRECTOR — Sv. Erik Bjerre (on secondment from Rural Development College, Denmark).

2. EXTRA-MURAL DIVISION
Extra-Mural Centres:

Nairobi/Central Kenya
Extra-Mural Tutor: Tom Mulusa, B.A. Dip. Ed.
Organiser: J. Mwaniki

Mombasa/Coast Area
Extra-Mural Tutor: G. Lewa, B.Ed.
Organiser: Nasib Makuwa

Nakuru/Rift Valley
Extra-Mural Tutor: Michael Moore, B. Sc. (Econ.)
Organiser: Benedict Kivihya

Kisumu/West Kenya
Extra-Mural Tutor: Okot p'Bitek (leave of absence)
Organiser: Johnson Ngashe

Mass Media Tutor: Vacant

3. ADULT STUDIES CENTRE
Asst. Director & Geography Tutor: David Macharia, B.A. (Lond.) M.A.(Syracise)
History Tutor: F. Okwemba(Miss),B.A.(E.A.), Dip. Ed.
English Tutor: Terry Murphy,B.Sc.(Hull) (on secondment from University of Nottingham)
Tutor for Political Science/Sociology: John Okach, B.A.(E.A.), M.A. Edinburgh
Economics Tutor: Reuben Mwilu, B.A.(Lond.), M.A.(Indiana
Lecturer in Adult Education: Vacant

4. Radio/Correspondence Course Unit
Asst. Director: Arthur Krival,M.A. (Missouri),Visiting Senior Lecturer (on secondment from University of Wisconsin)
Lecturer: Peter Kinyanjui,B.A.(Lond.),M.A.(Syracuse)
Visiting Lecturer: Carl J. Vanderlin,B.S.(Chicago),M.S.(Wisc.) (on secondment from U. of Wisc.)
Lecturer(Radio/TV) Vacant
Editorial Assistant: Kutub Aladin Kassam, B.A. (E.A.)

Correspondence Tutors
Biology: Edward Joell, B.Sc. (Morgan State)
English: Barbara Skeath (Mrs.)B.A. (Leeds)
Geography: John Kamawira, B.A.(Lond.)
History: Vacant
Kiswahili: Kaflan Mazrui
Mathematics: Vacant
Physical Science: C. Kanau (Mrs.) Ph.D. (Cambridge)

Office Manager: Jeremiah Pareon (on secondment from U. of Wisc.)

ERIC Clearinghouse on Adult Education